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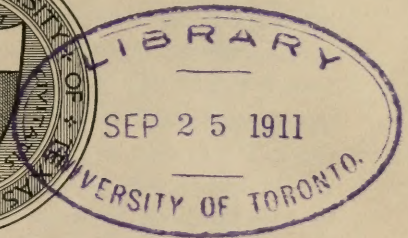
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*A Four-Year Course in Education in Our  
Colleges and Universities*

BY

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Cultivated mind is the guardian genius  
of democracy. . . . It is the only dic-  
tator that freemen acknowledge and the  
only security that freemen desire.

President Mirabeau B. Lamar.

## PREFATORY NOTE

The Thirty-first Legislature enacted a statute encouraging the professional education of teachers in the colleges and universities in Texas. The following paragraphs of that statute are taken from Section 101 of the School Laws of Texas, published by the State Superintendent of Public Instruction in 1909:

Teachers' diplomas conferred by the University of Texas upon students who have satisfactorily completed at least four full courses in the Department of Education in said University, and who have satisfied the requirements for the degree of Bachelor of Arts, shall have the force and effect of the permanent State certificates. Teachers' certificates granted by the University of Texas to students who have satisfactorily completed four full courses in the College of Arts and one full course in the Department of Education in said University, shall have the force and effect of first-grade State certificates, and said certificates shall each be valid for a period of two years.

The State Superintendent of Public Instruction may grant first-grade State certificates to students who have satisfactorily completed four full academic courses and one full course in education and pedagogy in any institution ranked as first class by the State Superintendent of Public Instruction, upon the recommendation of the State Board of Examiners, and each certificate so issued shall be valid for a period of two years.

Dr. S. L. Hornbeak, President of Trinity University, and chairman, for the year 1909, of the College Section of the Texas State Teachers' Association, in preparing the program for the section over which he was to preside, decided that only one subject should be discussed, namely, "A Four-Year Course in Education in our Colleges and Universities." In response to his request the paper which is printed in this bulletin was read at the session of the College Section, and was discussed by many of its members. It was evident that the college men who were present and who included in their number college presidents and academic professors as well as professors of education, consider that the work of professional education for teachers is of the most vital importance, and that it is to be prosecuted with intelligence and vigor by the leading institutions of higher learning in Texas. This view is in harmony with the educational convictions of the Fathers of Texas, who, seventy-four years ago to-day, adopted, by unanimous vote,



the Declaration of Independence, and announced their fundamental educational belief in these words: "*It is an axiom in political science that, unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty or the capacity for self-government.*" To this axiom there is evidence for believing that the people of Texas are about to add another, which may be formulated thus: "*It is an axiom in educational science that, unless teachers be given liberal academic and professional training, it is idle to expect the continuance of culture among the people or of their capacity for self-enlightenment.*"

W. S. SUTTON.

March 2, 1910.

## A FOUR-YEAR COURSE IN EDUCATION IN OUR COLLEGES AND UNIVERSITIES\*

Early in the Nineteenth Century the professional improvement of teachers in America was begun. Horace Mann, Henry Barnard, and other educational leaders believed, and rightly so, that the development of the public-school system depends absolutely and unconditionally upon the development of the men and women into whose hands the instruction and the care of the children are to be committed. It was their belief that the professional education of the teacher is just as necessary as the professional education of the minister or the lawyer or the doctor. It would take too long,—and it is not necessary—to recount the struggles for the professional education of teachers during the last century. Suffice it to say that, while the professional education of the lawyer and the doctor and the minister were practically settled in the Nineteenth Century, it remains for the Twentieth Century to establish upon an enduring basis the professional education of the teacher.

Already great progress has been made in that direction. The first normal school established in the United States was opened in Lexington, Mass., on the third of July, 1839, only three pupils being in attendance, only twelve pupils being enrolled for the first three months, and never more than thirty-one at any one time during the first three years. According to the report of the United States Commissioner of Education for 1908, there were in our country in that year 189 public and 61 private normal schools, with instructors numbering 3258, and students 71,867.

The colleges and universities, furthermore, have entered the field of professional education for teachers, and are accomplishing similar results with respect to the education of teachers for secondary and higher schools. In 1878 the first professorship of education effectively established in America was created by the University of Michigan, and the late Dr. William H. Payne was called to that professorship. At that time there were only two other such

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\*A paper read in Dallas, Texas, December 29, 1909, by W. S. Sutton, Dean of the Department of Education in The University of Texas, at a meeting of the College Section of the Texas State Teachers' Association.



professorships in the English-speaking world,—the Bell chairs of education in the University of Glasgow and the University of Edinburgh. In other words, in 1878 there were only three college or university men in the English-speaking world who were devoting themselves exclusively to the professional education of teachers. To-day, in the faculty of The University of Texas alone there are more than twice as many men who are engaged in this work, while in nearly every other reputable college or university in the United States there is an education faculty numbering from one to forty or more professors and instructors. There are to-day, possibly, not fewer than 8000 students in American colleges and universities pursuing courses in education, the number of such students reported for the year 1907-08 by the United States Commissioner of Education being 6918. If the signs of the times can be trusted, we may take it for granted that hereafter great attention is to be paid in the college world to the professional education of teachers, as great attention as is given to the professional education of men and women that are to enter the other learned professions.

While it seems perfectly clear that professional work for teachers shall be found in colleges and universities, sufficient time has not yet elapsed for the working out of so definite a course of study for would-be teachers as has been formulated and generally agreed upon for those who are to engage in other phases of professional service. In the thirty years, however, that have passed since the first university education professorship in America was founded, the problem has received great attention, and a body of professional literature of respectable grade has been developed, rather unsystematically, it is true, but spontaneously in response to the needs manifested from time to time by the situation. While no uniform course of study has been agreed upon, yet along certain fundamental lines there is practical unanimity of opinion. The time will never come, however, when a uniformly fixed course of study for teachers will obtain, for the training of teachers will change with the changes in our civilization, and with the consequent changes in our ideals of education.

At the present time, however, a four-year course of study for college students in education may rightfully include, in the first place, it is believed, certain academic courses in those subjects

which the student is preparing himself to teach. These courses may surely be considered at least semi-professional, for, while the lawyer does not expect to make practical use of the arts courses he masters, the prospective teacher is to work continuously along the line of the arts courses he studies. For a long time there was a sneaking suspicion, and, in some places in the academic world, a strong, and frequently strongly expressed, conviction that pedagogy is inimical to scholarship. But the conviction was ill-founded, and there was little ground to justify the suspicion so far as education courses in colleges are concerned. Professors of education everywhere throughout the country are valiant defenders of university ideals of scholarship, and none is so stupid as to believe that a man can teach what he does not know. These education professors, therefore, are insisting that the professional equipment of the teacher include a liberal number of arts courses, and they are insisting that the college of arts and the department of education be most closely allied. It is suggested, therefore, that at the outset of his college career the prospective teacher choose two cognate subjects in which he will make special preparation for teaching. For example, if he expects to specialize in English, he may select as a second subject Latin or Spanish or German or history. The student should be strongly advised to carry, during each of his four college years, a full course in each of the two subjects he chooses, and he should be required to complete at least three full courses in each. In addition to the arts courses above described, the student should absolve other requirements for the Bachelor's degree, but his strictly professional courses, or at least a liberal proportion of them, should be allowed to count toward the absolving of the degree requirements. Let it be understood, however, that no amount of professional study should be allowed to satisfy righteous and rigorous demands with respect to scholarship.

In the second place, it is thought by some that among the professional courses required, an elementary course including school management, general method, and principles of education, may well serve as an introduction to the other professional courses. There is great difference of opinion as to what should be an elementary course in education. It is my own belief that almost any phase of education could be made to serve as a basis for elementary



treatment. I can conceive of a course in the history of education which would function admirably in this particular; but it would, by no means, be a thorough treatment of that subject. Just as algebra has several phases of difficulty, and, therefore, can be presented to students of different degrees of advancement, so any other broad subject can be treated with varying degrees of difficulty. The prospective teacher entering upon his college career has had some eleven or twelve years of experience as a pupil. He has, experimentally, come into contact with the problems of school management from the pupil's side of management. He has, during his preparatory years, been more or less effectively managed; but he has, during that whole time, given no attention to professional reflection concerning the problems of management. He, nevertheless, has no small stock of apperceptive ideas on the subject, and I see no reason why the simpler problems relating to the management of schools may not be intelligently studied by him.

He likewise has, by reason of his experience as a student, learned empirically something about the method of study, and, as method in teaching is conditioned upon method in learning, he can, to a reasonably satisfactory degree, gain some real insight into the logic, as well as the art of method, and can become fairly well acquainted with some of the fundamental principles involved in teaching. In mastering these fundamental laws he will find great gain in a secondary way; he will be aided powerfully in learning how to study systematically and economically. In this introductory course he will gain some insight with respect to the two great fields of managing and teaching, and will be all the more ready to undertake other education courses, all of which deal more or less directly with these two great problems in education.

Again, among the professional courses, psychology, including child psychology, is certainly necessary. In discussing this matter my colleague Dr. A. Caswell Ellis has said: "If education means anything, it means that the student is to acquire knowledge, as well as skill, in a number of useful activities, while, at the same time, his own various human powers are to be developed in a normal, healthy way. Now, the teacher, in order to be economical and efficient in the expenditure of his own energy, must know the processes by which the mind best receives, assimilates, remembers,



recalls, and uses ideas. He must know, furthermore, the processes by which the mind and nervous system most easily make and perfect new reactions and new habits, either physical or mental. The teacher needs to know what are the normal processes of development, and he must know these processes at the several stages of development, and what helps and what hinders each stage. For a teacher to operate without this knowledge is as sinful as for surgeons to perform operations upon the body without a knowledge of its anatomy and of the physiological functions of the several organs."

As our civilization increases in its complexity, the mental factor assumes larger and larger proportions. The whole existing order of things is, in fact, but objective expression of man's subjective life, and, if we consider the teacher as an agent in the evolution of the race, it is certainly reasonable to require him to have some definite and scientific knowledge of the most powerful of all the elements in human evolution, the mind of man. Furthermore, because of the fact that man is a unit, being neither mind nor body, but both mind and body, it is not unreasonable to insist that the teacher have an opportunity to learn something of this intimate relationship, and its bearings upon educational theory and practice.

Such a course, which would attack the problems of education from a psychological point of view, though it form but an introduction to the realm of educational psychology, has content enough and is valuable enough to be studied for at least a year.

A third professional course for the teacher may consist of the history of education. This field is so large that only an introductory treatment can be given in a single academic session. Like a course in general history, it will afford a kind of outline or conspectus of the progress of the race.

Aside from its cultural value, the study of the history of education has high professional value. In the first place, the conscientious student of educational history will come face-to-face with the race's ideals with respect to culture, as these ideals have been revealed in the theory and practice of the different peoples, ranging from those in the stage of barbaric culture to those enjoying the highest degree of civilization. Some of these ideals the student

will see plainly have been wrought out, and he will gain insight and gather inspiration from a study of other ideals yet to be realized. The teacher, above almost all other workers in the world, needs to be guided by lofty ideals, for he it is who is to reproduce in the lives of his students such aspirations as make possible the further triumphs of humanity. It is certainly true that no individual or no nation has ever yet achieved eminence if noble and beautiful ideals have not furnished incentives to conduct; and, while the teacher is to be concerned in advancing knowledge among men, he is, nevertheless, to be considered as a prophet from whom and through whom the inspiration of the sons of men is to operate.

Again, inasmuch as permanent educational ideals embody the truth and have a scientific basis, a reasonable acquaintance with the history of education will do much to rationalize the practice of teaching. While teaching is an art, yet that art is not best acquired empirically. Let the student once form the habit of interpreting the rationale of the schools of a given country or age, let him orient the school among the several human institutions and carefully discern its specific functions, and he will become endowed with the power of the truly scientific worker, and will show himself a workman not to be ashamed. Mere empiricism or mere imitation in educational work belongs to the savage or barbaric stage of human development, and is unworthy of the respect of the thoughtful man of the Twentieth Century. I repeat that the study of the history of education will enable the student to capitalize the best theory and practice of the world in ancient, medieval, and modern times.

And, because of the capitalizing of the educational experiences of more than twenty centuries, the teacher will reduce his mistakes in pedagogic practice to a minimum. Instead of being a slave to tradition, he will justify his works by sound theory. In his study of this course in the history of education he will see how certain great movements have each been made upon a large scale, and the results of each movement he will be able to evaluate. For example, acquaintance with the education of the Greek people will give him insight, with respect to the educational values of language, of philosophy, of art, of physical training. From these same people he will learn that, though a nation may have wealth and learning,



though it may be endowed with great political power, and though it be famous for poetry and music and statuary and architecture, and even though it lead the world in philosophy, it is doomed finally to overthrow if the moral unity of the individual citizen and the moral unity of the state itself be not preserved at every cost. In other words, it is imperative that the individual and the nation learn the great lesson taught by Socrates, that morality is the fundamental basis of life. The fact is, that in our own day, in educational work there is no phase upon which great light cannot be thrown by the history of education; for our educational views and conduct have evolved from those of former times. If, therefore, one desire to perfect himself in school management, in the method of teaching Latin or any other subject, or if he wish to gain clearer views with respect to the philosophy of education, surely a knowledge of the world's work in former ages along these lines will be of incalculable advantage.

The study of the history of education, furthermore, should lead the student to be eager to engage in independent and original work. Clear understanding of the educational problems that have already been solved, inevitably leads the normal mind to attack other problems the solution of which has not been attempted, and, if attempted, but only partially wrought out. The earnest student of the history of education will realize his duty in the premises, believing that, as Oscar Browning says, "The dead hand of spiritual ancestry lays no more sacred duty on posterity than that of realizing, under happier circumstances, ideals which the stress of the age or the shortness of life has deprived of their accomplishment."

Another benefit to be derived from the study of the history of education is that it promotes professional spirit, which is a plant of slow growth. Acquaintance with the great educational thinkers of the world, such men as Socrates, Plato, Aristotle, Comenius, Pestalozzi, Froebel, and Horace Mann, undoubtedly inspires respect for the teacher's calling. One's own character and his affections are largely moulded by the company that he keeps, and he who walks with the master-spirits that have led the race up the heights of knowledge and wisdom and culture, will, insensibly perhaps, but

surely, be led to the consecration of his own talents to that calling which contributes in the highest degree to world-progress.

A fourth course in education should deal with observation of teaching, as well as actual practice therein, both observation and practice being done under skilled supervision. This paper has already been protracted to too great length, and this phase of our subject must be dismissed with few words. In every kind of human endeavor, from penmanship to preaching, practice, as well as theory, must have an important place. Aristotle, who represented the Greek mind concerning this matter, declared that there are three elements in education,—nature, or heredity; habit, or practice; and instruction. The truth is that one does not know what he has not done. In order that the course in observation and practice may be most effectively given, it is believed that, connected with each college and each university in which teachers are to be professionally educated, there should be conducted a first-class high school. In addition to this school the public schools, and private schools if they are available, can be profitably used. There is no question about the fact that, while practice often furnishes only an opportunity for confirming bad habits, it is, nevertheless, of supreme worth if it be guided by intelligence. The man of sense,—and all teachers should be sensible,—uses his theory in his practice, and uses his practice to round out and perfect his theory.

If this fourth course be given, the elementary course relating to management and method might be eliminated, and the student might be permitted to elect a course from courses treating, respectively, of physical education, of school administration and supervision, of the philosophy of education, of sociology and education, of the history of higher education in America or of some other advanced course in the history of education, and of special method in the teaching of secondary school subjects, including agriculture, manual training, and domestic science.

In conclusion, it may not be improper to suggest that all professional courses for teachers should bear the unmistakable stamp of university thoroughness. Even yet, one occasionally hears, first in one quarter, and then in another quarter, of the country that pedagogic courses are wanting in wealth of content and vigor of



treatment. Professors of education should profit by these criticisms, and should be fully persuaded that the best reply to be given to such attacks is to see to it that our education courses make good, even as do courses in mathematics or Latin or Greek.

One further suggestion is that, in view of the great amount of professional work which should be required of the student in his preparation for teaching, and in view of the great importance of that work, no institution should even think of establishing a department of education unless the means be at hand to employ at least one professor of first-class ability and excellent training to devote his whole time to that work. To make less adequate provision will assuredly lower the dignity of the department, and will appeal with little force to ambitious and gifted young men and women. If the universities be wise, they will seek to attract this class of students, for it is upon them as teachers more than upon any other or all other classes of students that the university must depend in the discharge of one of its greatest functions, that of fostering educational progress.

The colleges and universities in Texas have made a creditable beginning in this movement for the professional education of teachers; but it has been merely a beginning. Every teacher in Texas should be liberally trained for his work, for, as President Thwing, of Western Reserve University, remarks, "No discipline is too fine, no culture too rich, no resource too ample, to be devoted to the education of the smallest child or the smallest collection of children." Our Texas colleges cannot rest in this matter, therefore, until it is known of a truth that the rank and file of the corps of teachers in this state are prepared by reason of liberal academic and professional training for their delicate and arduous duties.







